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ABSTRACT

This report, presented to the Cincinnati Area Commission on Education, concludes a study which tested the hypothesis that all Catholic schools in the inner city area of Cincinnati, Ohio should be invited to form a special mini-system under the direct supervision of the Archdiocesan Superintendent of schools. The hypothesis was intended to answer problems of rising costs, declining enrollments, and demographic changes. A study of the feasibility of a centralized system versus a decentralized system of schools was conducted, and the decentralized system was determined to be more feasible. A plan of action representing the collaborative roles and responsibilities of the local schools, the Education Office, and the local Archdiocesan community is outlined. (Author/JCD)

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INTERIM COMMITTEE REPORT

A PLAN FOR URBAN CATHOLIC SCHOOLS IN THE CINCINNATI AREA OF THE ARCHDIOCESE OF CINCINNATI

Presented to the

Cincinnati Area Commission on Education

U.S. DEPARTMENT OF EDUCATION
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I. INTRODUCTION

During the past twenty years, from 1959 to 1979, the number of Catholic schools in the Core Area of Cincinnati has significantly decreased. This decline of church service in the core area is the direct concern of Archdiocesan leaders, parish members, pastors and principals.

Students and their families in the core area, as elsewhere, do have the primary responsibility for the continuation of their schools. The Catholic community recognizes and supports this trust for empowerment and commits itself to assist Catholic schools in the core area through planned management, as outlined in the Action Plan. This is done to provide opportunities for spiritual growth and academic excellence, to enhance the values of cultural and racial heritage and to ensure choice in formal schooling for all of God's people.

The question of whether all Catholic schools in the core area of Cincinnati should be invited to form a special mini-system under the direct supervision of the Archdiocesan Superintendent of Schools was the focus of the charge given to the Interim Committee. A study was made of the feasibility of a centralized system as opposed to a decentralized system of schools. The decentralized system was chosen as the most feasible.

DEFINITION OF TERMS

For the purpose of this study the operational definitions of terms are stated as follows:

Mini-system	- is the centralized organizational pat tern of schools under the direct supervision of the Archdiocesan Superintendent of Schools
Inner-city schools	- are those Catholic schools in the cor area of Cincinnati receiving Archdiocesan subsidy
Parish autonomy	- is that control of assets and operati given by civil and canon law to each parish
Decentralized system	- is no system; it is a federation of independent schools. The authority lies at the local level
Centralized system	- is the formal organization of schools with the final authority resting with the Archdiocesan Superintendent of Schools
Catholic schools	- may be part of a parish structure or be interparochial or regional, diocesa or private. Growth in faith is centra to their purpose.

II. CHARGE

As a result of the Archdiocesan Leadership Planning Sessions for inner-city Schools, the Interim Committee was appointed by Archbishop Bernardin. He stated in his letter of invitation to each member that a plan for closer cooperation and centralization of Catholic schools in the core area needed to be developed. The designers of the plan, the Interim Committee members and the School Office Staff, were given as a preamble to their charge the consensual statement of the Leadership group:

> CONVINCED OF THE CHURCH'S CONCERN FOR THE ENTIRE HUMAN FAMILY, ESPECIALLY FOR THE POOR, THE MEMBERS OF THE ARCHDIOCESAN LEADERSHIP PLANNING SESSION, IN THEIR COMMITMENT TO QUALITY CATHOLIC EDUCATION IN THE CORE AREA, DIRECT THE DESIGNERS OF THE CENTRALIZATION PLAN TO:
>
> maintain and promote the Catholic identity of our Core Area schools as instruments of evangelization.
>
> provide an environment which enhances the cultural and racial heritage of all in the midst of academic excellence.

The charge to work toward the goal of centralizing the Catholic schools in the core area was restated by Bishop Pilarczyk in the form of a hypothesis. The hypothesis given to the Interim Committee to be explored and tested was as follows:

> ALL CATHOLIC SCHOOLS IN THE INNER-CITY AREA OF CINCINNATI SHOULD BE INVITED TO FORM A SPECIAL MINI-SYSTEM UNDER THE DIRECT SUPERVISION OF THE ARCHDIOCESAN SUPERINTENDENT.

The Committee was directed to test out the hypothesis with facts and come up with a specific plan for implementation. The hypothesis was intended to answer problems of rising costs, declining enrollments, and demographic changes. Certain parameters were given in the charge by Bishop Pilarczyk. He reminded the Committee of the need to respect parish autonomy. By law, civil and canon, each parish is a distinct entity.

In addition, economic limits were set. At present the Archdiocese expends about $670,000 per year on subsidies for inner-city parishes, mostly for schooling. The Archdiocese is in a budget crunch. The final results of the hypothesis should not require more money than is presently allotted for subsidization of urban schools.

In summary, the charge given was to test and flesh out the hypothesis, and thus enable the Church to continue her educational presence in the urban areas of Cincinnati, a presence that is important for the preaching of the gospel and also for the well-being of the people, Catholic and non-Catholic alike.

III. ANALYSIS OF THE CHARGE

The role and composition of the local Catholic schools mirror and reflect the neighborhoods that they serve.

The major demographic changes which doomed certain communities and placed others in doubt have by now formed discernible patterns. Planning for each local school must take into consideration the pattern of development within each neighborhood community.

Where neighborhoods change, there exists the opportunity to adjust to the new conditions. In some instances, this will result in having to close a particular facility and provide opportunities for Catholic schooling elsewhere. In other instances, a changing neighborhood might mean adjusting to a different socio-economic mix of people.

Against the backdrop of changing neighborhoods and shifting roles of these local Catholic schools, the Interim Committee has developed the following response to the charge.

A. Interpretation of the Charge

The deliberations of the Interim Committee led to the conclusion that the nature and implications of a mini-system could have a variety of meanings. The Interim Committee made the following major assumption.

It was assumed by the Committee that a mini-system meant a centralization of authority for the schools within the Core Area, with ultimate authority for these schools in the hands of the Superintendent of Schools. The assumed rationale for a system of centralized authority was to better direct and maximize the limited resources of the various individual schools. Centralization would offer the opportunity to take a total system wide approach and to make better use of services on a system wide level that could not be supported at the local level only.

B. The Case for Local Autonomy

The Interim Committee in testing out the hypothesis to form a mini-system of Catholic elementary schools in the Core Area of Cincinnati rejected the hypothesis for the following reasons;

1. The local Catholic school exists to serve the community. Involvement of local parents in the destiny and directions of their children can be enhanced by participation in decisions at the local level. Hopefully, commitment would follow from this involvement.

2. The changing communities of the Core Area presently serve persons who have traditionally been lacking in power over their own destiny. Efforts must be made to allow for self-empowerment.

3. The local Catholic school in the Core Area has the opportunity to reach out to the broader community. Unlike the Catholic school that generally serves Catholic children only, the Core Area school is able to serve others in the immediate community (non-Catholics). Catholics and non-Catholics outside the immediate neighborhood who are drawn to the Christian environment and quality program offered by the Core school might also be served.

4. The Catholic school in the Core Area should have the same mission and opportunities to proclaim the Good News as is enjoyed by other Catholic schools who may enjoy more affluence and power. Economics alone should not determine the role of Catholic schools in changing neighborhoods.

In summary, the Interim Committee supports the autonomy of the local school, but calls for a greatly increased response from various levels to allow the self-empowerment of local Catholic schools to be realized.

Rather than a centralized mini-system, the Interim Committee recommends a decentralization plan that builds upon the autonomy of the local Catholic school while soliciting necessary support from both the School Office and the total Archdiocese.

1. <u>Purpose of Catholic Schools in the Core Area</u>

The Interim Committee asserts that quality Catholic schooling in the "core area" is a

highly valued services to both Catholics and non-Catholics. The term "core area" is a euphemism used for central city, where many of the people, though not all, are less affluent than many people living in the areas surrounding the city.

Catholic schools are to be in this part of the city, according to the interpretation and encouragement of Vatican II: "This sacred Synod earnestly entreats pastors of the Church and all the faithful to spare no sacrifice in helping Catholic schools to achieve their purpose in an increasingly adequate way, and to show special concern for the needs of those who are poor in the goods of the world, or who are deprived of the assistance and affection of a family or who are strangers to the gift of faith." *

The objective of the Archdiocesan Leadership Conference to maintain and promote the Catholic identity of the "core area" schools as instruments of evangelization is strongly affirmed by the Interim Committee.

The United States Bishops reinforced this trust in their Pastoral Letter on Racism: ". . . . we urgently recommend the continuation and expansion of Catholic schools in the inner cities and other disadvantaged areas. No other form of Christian ministry has been more widely acclaimed or desperately sought by leaders of various racial communities. For a century and a half the church in the United States has been distinguished by its efforts to educate the poor and disadvantaged, many of whom are not of the Catholic faith." **

We are in the inner-city to make quality schooling available for the Catholics who are there and to support the development of a faith community among the non-Catholics or unchurched who live in the core area, the inner city. Catholic schools in fact historically have been, are now, and are counted on to be the single most recognizable contribution of the Church in the inner city. The inner-city is one of the primary places where the Church can give Christian service and affirm human dignity.

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* II Vatican Council. Declaration on Christian Education

** United States Bishops' Pastoral Letter on Racism.

Evangelization, as we understand it, is proclaiming the Gospel and witnessing to it at the greatest levels of human comprehension, and for the inner-city community that can be accomplished no more effectively than by providing the opportunity for quality Gospel-oriented education.

2. The Role of the Catholic School

The recommendation of the Interim Committee represents a change in the current status of the local School by emphasizing the planning and management function that needs to be addressed by the local school.

Constant planning is needed to anticipate and adjust to demographic changes which have major impacts on the local school community. The survival of an inner-city Catholic school today requires careful management in order to maximize its resources, financial as well as human and material. The scarcity of financial resources in the fact of escalating cost, together with eroding population bases, has forced the closing of certain schools in the Core Area.

Where schools have remained open, they do so with great difficulty and with considerable sacrifice on the part of the local school community and the broader Church community as well. The survival of inner-city Catholic schools is a struggle which requires more than financial support. This struggle requires the support of all the members of the Archdiocesan Church.

Planning and management are survival functions which are to be carried out by the individual local school communities supported by the Central Education Office of the Archdiocese.

In addition, principals, pastors, and members of education commissions are encouraged to come together in a coalition. This coalition could strengthen the local school through the sharing of experiences and the exploring of mutual management functions.

The recommendations of the Action Plan also encourage the involvement of parents, volunteers, and parishioners at the local level. The Interim Committee reaffirms the principle that Catholic Schools in the Core Area serve as an instrument for empowering parents to have more participation and control over the direction of the local schools. The involvement of parents in the total scope of school activities is critical to the school's continued existence. The principal and staff (both parish and school) are essential in managing and directing the process of involving parents. If administrators have not had experience in this area, specialized training and consultation will be made available for them and their local education commissions.

3. The Role of the Education Office

Recognizing that the Education Office presently offers support to the individual local schools, the recommendations call for increased, explicit assistance. The Education Office can become the focal point initiating and coordinating assistance to local schools from the total Archdiocese, from individual members and parishioners within the Archdiocese as well as from formal Archdiocesan organizations. (See Chart B.)

The objective of the Education Office is to empower local communities to carry their responsibility toward the existence and continued presence of Catholic schooling for their children. The principle of self-determination in no way negates the assistance of total Church commmunity in coping with obstacles and solving problems to provide school programs of academic excellence in an environment of faith.

4. Role of the Total Catholic Community

The Interim Committee recommends the closest possible collaboration between local school communities and the Archdiocese so that each local school is able to maximize its own resources and those of the broader church, and in so doing participate in the apostolic teaching mission of the Church.

This collaboration will take place at both an institutional and a personal level. At the institutional level the Archbishop, Bishops, Department Heads, and Commission Leaders will clearly demonstrate their commitment to the Core Area by supporting the recommendations of the Action Plan. The reality of the current financial status of the Core Area Schools necessitates the addition of new dollars from Archdiocesan support for the work of the Church in the Core Area. The Interim Committee strongly urges Archdiocesan leaders, starting with the Archbishop and Bishops, to give leadership to a fund drive across the entire Archdiocese for Core Area Schools. "No sacrifice can be so great, no price can be so high, no short range goals can be so important as to warrant the lessening of our commitment to Catholic education in minority neighborhoods."*

The second level of response is at the personal level of individual members or individual parishes who would choose to share their gifts, talents and blessing with the schools in the Core Area. The Education Office has a primary role in stimulating and coordinating these voluntary and personal responses to the Church within the Core Area.

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*United States Bishops' Pastoral Letter on Racism.

IV. Action Plan

The self-determining thrust of urban dwellers includes the collaborative efforts with mutual responsibilities of each local school, the Education Office and the total Archdiocesan community. Such is the spirit of each of the following clearly outlined recommendations and responsibilities.

OUTLINE OF RECOMMENDATIONS AND RESPONSIBILITIES

Recommendation	Local Education Commission	Education Office	Total Catholic Community
A. Management Leadership			
1. Planning			
Develop a three year comprehensive plan to be submitted to the School Office	Include in the construction of the plan the following components: curriculum, public relations, personnel, recruitment, finances, capital improvements and annual evaluations.	Assist in the facilitation of the plan. Upon receipt of report from the Superintendent of Schools the Cincinnati Area Commission on Education accepts or rejects plan with written reasons	Support financially according to given formula for the period of three years to give time for building school programs rather than merely concentrating on survival.
2. Public Relations			
Organize a public relations and recruitment program.	Use a variety of methods. Appoint a public relations person to oversee program. Participate in selection of public relations person and in implementation of projects.	Obtain a public relations person who is responsible to the Superintendent to work with the public relations committee of each school. Coordinate appropriate internal and external agencies.	Involve the expertise of the lay members of the Church.
Add public relations as a line item in the school budget.	Set goals and prioritize activities and evaluate every 6 months.		Utilize community resources.
Provide job description for designated public relations committees and staff.	Develop plan; include students as the best public relations.	Provide general direction and supervision.	

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Recommendation	Local Education Commission	Education Office	Total Catholic Community
3. Finances			
Develop a program of financial management.	Emphasize the self determining thrust in financial planning.	Provide service in budgetary planning. Explore new approaches and encourage creativity.	Involve experts of the broader community.
Separate school budget from parish budget.	Utilize the Archdiocesan standard form for accounting.	Accept financial plan on basis that school budget be separate from parish budget.	Communicate with pastors the need for new financial management: give assistance as needed. Office of Financial Services designs formula for separating items such as utilities, capital, improvement, etc.
Project a three year budget	Include demographic data, inflation, per pupil cost, and teacher/student ratio.	Design format in collaboration with Financial Services to facilitate the process.	Involve experts from broader community.
Audit books at least every two years.	Hire or obtain voluntary audit service.	Require as a factor in accepting a school's plan. Acquire list of volunteers.	Provide resources as needed.
Develop a plan for fund raising at the local level.	Employ a variety of methods.	Provide professional staff person to support local fund raising effort.	
Evaluate effectiveness of funding mechanism every 5 years.	Cooperate in evaluation.	Provide data as needed. Design the instrument	

Recommendation	Local Education Commission	Education Office	Total Catholic Community
Use the Archdiocesan Superintendent's suggested salary range.		Publish annually salary guidelines.	
Tie fund raising activities to tuition.	Collect the given amount as tuition, if fund raising commitment is not met.	Provide technical assistance. Include in skills workshop for urban leadership.	
Fund core area schools from special funds for inner city schools	Provide budget request information to the Education Office	Assist with budget preparation.	Provide experts in finance and budgeting.
Provide support based on the latest "Polk"/or census data of average family income from neighborhoods		Obtain latest "Polk" or census data to determine need index and per pupil subsidy	Provide expert assistance when requested.
a) Pro-rata support for the institution.	Based on number of children in school compared with total number in core area schools.	Provide statistics to Office of Financial Services.	
b) Pro-rata support for the children.	Based on a needs index of the local neighborhood.	Provide data to Office of Financial Services.	

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The distribution of subsidy funds will be according to formulas.

37.5% of all available funds will be used for institution grants.

62.5% of all available funds will be used for per pupil subisdy.

Formula Institutional Grants:

j.a. Formula to be followed will be:

w = ADM of school as of January 15 of current year.
x = Total ADM of subsidized institutions as of January 15 of current year.
y = Total institutional subsidy available.
z = Institutional subsidy of school.

$$\frac{w}{x}(y) = z$$

37.5 of all funds available for subsidy will be used for institutional subsidy. Calculations will be done by the School Office and numbers rounded to the nearest hundred.

j.b. Student support furmula will be:

a) Individual school or parish need index* as determined by Polk data.
b) Total need index of children of parishes and schools.
c) ADM of individual school as of January 15 of current year.
d) ADM of all students eligible for subsidy as of January 15 of current year.
e) Total amount of subsidy funds available for students.
f) Equals school subsidy for the following year.

$$\frac{\frac{a}{b} + \frac{c}{d}(e)}{2} = f$$

If parish students do not go to a subsidized school, the Polk data will be from the census tract in which the parish is located.
If students are at a subsidized school, the Polk data will be from the census tract in which the school is located.
62.5% of all funds available for subsidy will be used for student subsidy.
Calculations will be done by the School Office and rounded to the nearest hundred.

NEED INDEX

*To determine need index

k = Average income of area in which school or parish is located determined by census tract in which school or parish is located.
l = Average city-wide income
m = Need index of school or parish

$$\frac{l}{k} = m$$

Recommendation	Local Education Commission	Education Office	Total Catholic Community
c) Children attending non-core area schools but who come from the core area will receive a subsidy at the school where they attend.	No institutional subsidy. Subsidy based on needs index of the neighborhood where the child resides plus a pro-rata share of any excess funds.	Assist parishes who have children in the core area, but no school, to develop mechanism for assisting their children.	
(Support is for all children K-8. 1/2 day kindergarten counted at 1/2 subsidy.)	Investigate the possibility of kindergarten if it is not already part of the school program.	Assist in planning for new kindergarten programs.	Involve expertise of the community.
Subsidy plan begins September of 1982.	Project subsidy income well in advance for proper budget planning.		
Develop a procedure for admitting new schools.	Submit written request to Cincinnati Area Commission.	Accept or reject request on established criteria (Area Commission).	
Increase subsidization fund; have one Archdiocesan Fund raising event annually for urban schooling.	Parish allocation structured in relation to growth. Participate by promotion and offering to be part of program. Participate in the hiring of the fund raiser and planning and implementing fund-raising activities.	Hire and direct professional fund raiser/developer to participate in Archdiocesan fund event.	"More affluent parishes should be made aware of this need and of their opportunity to share resources with the poor and the needy in a way that recognizes the dignity of both giver and receiver."* (continued)

* United States Bishops' Pastoral Letter on Racism.

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Recommendation	Local Education Commission	Education Office	Total Catholic Community
			Sponsor the event. Archdiocesan leaders should develop the most salable approach.
Organize a strong lobby for federal tax support (tuition vouchers).	Cooperate with plan.	Support actively the plan.	Devise a plan (the Social Action Department). Seek endorsement of Pastoral Council.
Set up central purchasing system.	Request investigation of centralized purchasing.	Facilitate request; act as liaison with Centralized Purchasing Office.	Make feasibility study (Centralized Purchasing Office).
B. Organizational Structure			
Have an active Education Commission.	Set policies; administrator implements and both evaluate.	Conduct training sessions for education commissions and for administrators for effective management of education commissions.	
Adjust pupil/teacher ratio to be 28 to 1 in next three years.	Determine pupil/teacher ratio by dividing the total school enrollment by total certified teaching staff paid by school.	Request for deviation from this norm will be considered by the Cincinnati Area Commission.	

(continued)

Recommendation	Local Education Commission	Education Office	Total Catholic Community
	Recruit more students. Involve community resource persons and volunteers to aid in the classroom/	Make request for volunteers in Media	Respond to request for volunteers. Enlist training person from community.
		Provide training in the use of aids in the classroom.	Give homily all parishes on need for community service.
			Publicize existing stories
Meet criteria of Archdiocesan Education policies, Financial Services policies and the Minimum Standards of the State of Ohio.	Direct organization in light of the mission of a Catholic school. Close school if guidelines cannot be met.	Through an annual report of the Superintendent the Cincinnati Area Commission on Education will monitor the meeting of standard criterion.	
C. Educational Leadership			
Prepare teachers, principals, education commission members for effective leadership.	Participate in the design and execution of inservice training.	Facilitate workshop on management skills prior to the start of the school year	Serve as resource.
Adapt principles of growth and development to planning education programs for urban children.	Use graded course of studies. Secure cooperation of parents in all phases of program.	Assist in evaluation as integral part of instructional program. Provide in-depth study of each curriculum area.	

(continued)

Recommendation	Local Education Commission	Education Office	Total Catholic Community
	Promote cultural pride and Catholic identity through strengthened formal religious education.	Assist in planning.	
	Enhance self-esteem and self-worth through the use of effective educational materials.	Provide workshops.	
	Use diagnostic procedures effectively; utilize Archdiocesan testing services.	Provide in-service in in understanding effective use of testing.	
Utilize services of the Archdiocesan Education Office.	Make known needs and requests for additional service.	Hold meetings with principals to identify needs. Help recruit volunteers from suburban parishes.	
Provide religous education orientation for parents of the non-Catholic students.	Adopt an admission policy to include this requirement.	Assist in planning orientation (Religious Education Office).	
Foster a commitment to evangelization among the poor.	Promote the discussion and understanding of statement on the presence of non-Catholics in Catholic schools.	Provide opportunities for understanding documents on evangelization (Religious Education Office).	Have Pastoral Council take a leadership position regarding evangelization.

V. CONCLUSION

In conclusion, the Interim Committee feels that if these recommendations are followed, the Archdiocese can reasonably assume that inner-city Catholic schools will continue and improve the quality of the educational programs. The Cincinnati Area Education Commission monitors the Action Plan and calls for an accountability of implementation from the Archdiocesan School Superintendent. This is achieved through the Assistant to the Superintendent to whom this responsibility has been delegated. Implementation will be accompanied by on-going formation and evaluation and an ever-deepening belief in the gospel norms which motivate and inspire Archdiocesan involvement in Catholic schooling for inner-city children.

The submission of this report represents the end of another phase in the total process of maintaining a viable Church presence in the Core Area. In the next phase the Cincinnati Area Commission will review quarterly the appropriateness and effectiveness of the study recommendations. It is suggested that the Area Education Commission become a visible leader in the promotion of excellence for our schools in the Core Area. It is further recommended that the Commission, in their public acceptance of the Interim Committee Report, appoint a task force to monitor the implementation of the Action Plan. Interested resource persons from the Archdiocese could be appointed to work with members of the Cincinnati Area Education Commission.

Hopefully, the full involvement and attention of all concerned parties will ensure that the Church can continue to be a Christ presence among all peoples.

APPENDIX A

DEFINITION OF A CATHOLIC SCHOOL

Catholic schools may be part of a parish structure or may be interparochial or regional, diocesan or private. Growth in faith is central to their purpose.

A Catholic school has the following characteristics:

1. The philosophy of the school reflects the teachings of Christ and the Roman Catholic Church.

2. Teachers in Catholic schools are expected to accept and live the Christian message and to infuse a Christian spirit. Catechists should meet standards equivalent to those set for other disciplines.

3. A formal Catholic religious education program is taught to all students. (Archdiocesan Handbook Policies, #302.10)

4. A clear set of Catholic religious and moral values permeates the curriculum.

5. Commitment and effort is made by the parties in the school to develop an atmosphere reflecting Gospel values.

6. "Building and living community must be prime, explicit goals of the contemporary Catholic school." Each faculty member has a responsibility to contribute to community among the faculty as well as with the student. (To Teach As Jesus Did, National Conference of Catholic Bishops, November 1972, par. #108)

7. Catholic school students should be gradually introduced to the idea and practice of Christian service to others. Programs should foster in students a social conscience sensitive to the needs of all persons.

8. Curriculum and instruction comply with state standards and policies.

9. The schools are chartered by the State of Chio.

page 1, Guideline for Administrators, Archdiocese of Cincinnat

APPENDIX B

CHRONOLOGY

The following time line delineates the events that lead up to the development of the Interim Committee's Plan of Action:

July 3, 1975 - Representatives of parishes and other Catholic agencies receive survey questions regarding total Church ministry in the urban area of Cincinnati. Responses are sent to Personnel Office.

October 1, 1975 - Archbishop Bernardin holds meeting with personnel of urban areas. The purpose was exploratory. Summary of questionnaire and statement of problems regarding urban education is given. It is decided that a formal group, the "Core Group" be established to study the situation, to consult with those active in the inner city, and to prepare alternatives. These alternatives will address both the scope of the interest and involvement as a Church and the strategies necessary to accomplish the mission of the Church.

October 6, 1975 - Archbishop Bernardin asks for nominations for the Core Group. "The 'core group' will study the situation, in consultation with those active in the inner city and prepare alternatives for us to consider."

December 17, 1975 - Archbishop Bernardin appoints "core group" with the charge to:

1. Define the Core Area of Cincinnati.
2. Assess the quality and quantity of the activities that are now being provided under the Catholic Church's auspices in Core Area.
3. Define the purpose of the Catholic Church's presence in this area.
4. Delineate the realistic means or roles by which the Catholic Church can attain this purpose.

5. Construct a proposal of recommendations to the Archbishop for ministry of the Catholic Church in the Core Area that includes:

   a. changes in present models of ministry;
   b. description of new ministries recommended;
   c. a plan of implementation;
   d. priorities of plan elements in the order of value and timing;
   e. statement of feasibility based on administrative financial and personnel factors.

January 1976 - April 1977 - Core Group, with Father Garland as chairperson, works as a committee to carry out the charge of the Archbishop.

May 1976 - Education subcommittee enlarges membership to include professional planners.

August 16, 1976 - Bishop Pilarczyk, the Vicar for Education, sends memorandum to inform diocesan offices and agencies that the decision-making process is in preparation, and to invite them to hold any input they might have for decisions until the process is ready to be set in motion.

October 13, 1976 - Core Group meets with urban pastors for input.

October 20, 1976 - Vicar for Education sends memo asking Archdiocesan Commissions and office heads to test out a process for decision-making on the school matter.

November 18, 1976 - Twenty-five persons, selected by Archbishop Bernardin, participate in 4½ hours of discussion on the school matter. Core Education Committee facilitated the process.

February 1977 - Parishes within Core Area receive a visit from a team of Core Group members to discuss proposed document on urban ministry.

April 1977 - Core Committee presents their report to the Archbishop. The Education subcommittee's

report toward a process of decision-making for Catholic schools has two recommendations:

1. Phase One: Archdiocesan Leadership acquires an understanding and ownership of the "school matter" in the Open Systems Process.

2. Phase Two: Archdiocesan Leadership will make a final determination of the style, structure, authority and cost of a clear decision-making process.

December 7, 1977 - Archbishop Bernardin invites twelve persons, representing various levels of Archdiocesan Leadership, to participate in the Inner City Education Open Systems Process.

February 9-10
23-24, 1978-The Archdiocesan leaders selected by Archbishop Bernardin meet to understand the school matter, to take ownership of it, and to make appropriate plans. Their work session ended with the following resolution:

CONVINCED OF THE CHURCH'S CONCERN FOR THE ENTIRE HUMAN FAMILY, ESPECIALLY FOR THE POOR, THE MEMBERS OF THE ARCHDIOCESAN LEADERSHIP PLANNING SESSION, IN COMMITMENT TO QUALITY CATHOLIC EDUCATION IN THE CORE AREA, DIRECT THE DESIGNERS OF THE CENTRALIZATION PLAN TO:

maintain and promote the Catholic identity of our Core Area schools as instruments of evangelization.

provide an environment which enhances the cultural and racial heritage of all in the midst of academic excellence.

April 7, 1978 - In addition, action steps called for the establishment of an Interim Committee to work with the School Office Staff to draft a plan for implementation no later than January 1980.

The report of the Archdiocesan Leadership Planning Sessions is made known to the public. though headlines in the Catholic Telegraph register concern for Catholic Inner City Schools to Result in A New "Mini-system."

April 18, 1978 - Urban Pastors and Principals were asked for nominations for the Interim Committee.

April 21, 1978 - A grant from the Archdiocese is given to hire an Assistant to the Superintendent for Urban Schools. The position is advertised in all the local newspapers.

June 6, 1978 - Mr. Stephen Wesley and Mr. Edwin Dean are selected to be part-time consultants for the Interim Committee rather than be full time Assistants to the Superintendent.

June 12, 1978 - Invitations by Archbishop Bernardin are extended to those representing the following interest groups: educational experts, parents, pastors, TA 132, the Black community and the Appalachian community.

August 19, 1978 - Interim Committee meets for the first time with Bishop Pilarczyk. Urban Consultants begin work with the Interim Committee. Committee meets monthly.

September 1978 to May 1979 - Father Schaeper and staff meet monthly with urban pastors and principals.

December 9, 1978 - Sr. Ann Rene McConn becomes chairperson for the Interim Committee.

February-May, 1979- Workshops for urban principals and teachers are held. The four sessions planned by the Urban Consultants are as follows:

1) Tuition Rates and the Financial Implications for the Poor
   Presenter: Rev. Paul Smith

2) Pastoral and Educational Role in the Development of Leadership for a Minority Constituency
   Presenter: Mr. Stephen Wesley
   Sister Janvier

3) Educating the Culturally Different
   Presenter: Mr. Curtis Arthur
   Mr. Edward Dean

4) The Spirituality of the Urban Child
   Presenter: Rev. Clarence Williams, CPPS

April 23, 1979 - The Interim Committee meets with Pastors and Principals receiving TA 132 funds to discuss a plan regarding basic questions regarding urban schools.

May 30, 1979 - Written responses to the recommendations from the education commissions and other lay leaders are reviewed and incorporated into the Action Plan of the Interim Committee.

November 17, 1979- Pastors, Principals, and lay leaders of core area parishes respond to draft of Interim Report at an open meeting. Revisions of plan followed.

December 17, 1979- Revised plan sent to committee members, Pastors, Principals, and lay leaders for comments.

January 17, 1980 - Corrections made and revised plan unanimously accepted by members of Interim Committee.

January 31, 1980 - Interim Committee Plan is presented to the Cincinnati Area Commission on Education

April 17, 1980 - Archbishop approves Interim Committee Plan

APPENDIX C

INTERIM COMMITTEE

MEMBERS

Sr. Joan Anne Blust
Rev. William Cross
Mr. Robert Davis
Sr. Mary Ann Drerup
Mr. Robert Ivory
Sr. Ann Rene McConn
Sr. Jean Miller
Sr. Bernice O'Neil
Ms. Maggie Quinn
Rev. Clarence Rivers
Rev. Caesar Mazzolari
Mr. J. Gibbs MacVeigh
Mr. Keith Turner
Ms. Joyce Smith

Sr. Mildred Speed

CONSULTANTS

Mr. Edwin Dean
Mr. Stephen Wesley

STAFF

Ms. Patricia Leonard
Rev. Jerome Schaeper

TOTAL COMMITTEE MEETINGS

August 19, 1978
October 21, 1978
November 16, 1978
December 9, 1978
January 4, 1979
January 20, 1979
February 17, 1979
March 20, 1979
April 28, 1979
May 12, 1979
June 14, 1979
August 16, 1979
September 17, 1979
October 8, 1979
November 17, 1979
November 19, 1979
January 17, 1980

APPENDIX D

DEFINITION OF THE CORE AREA

The core area can be defined by the following characteristics: (1) economic poverty is present; (2) there is a large concentration of Blacks and/or Appalachians; (3) the Church and its ministers are a sign of cultural difference from and therefore have little impact on, the lives and hopes of the people who live within the parish boundaries; and (4) services of the Catholic Church have been reduced.

For the purpose of this paper, we have divided the core area into two groups. The exclusive criterion for the first group is the presence of economic poverty in at least 25 percent of the population within a parish's boundaries. The data used were compiled from a report of the Archdiocesan Office of Planning and Research, July 1975, entitled "Selected Characteristics of Some Cincinnati Parishes."

Group I

Assumption
Holy Name
Mother of Christ
Our Lady of Presentation
St. Andrew
St. Augustine
St. Francis Seraph
St. Francis Xavier

St. Joseph
St. Louis
St. Mary, 13th and Clay
St. Michael
St. Peter in Chains
St. Pius
St. Rose

As we have noted, economic poverty is not the only criterion involved in attempting to define the core area. Simultaneous attention must be given to those parishes where the majority of the population is above the poverty level but whose boundaries include significant numbers of minority people and/or pockets of poverty. The unique problems of these neighborhoods need to be addressed immediately by the parishes and the Archdiocese. The criteria used for the second group are:

1) 51 percent or more persons who are Black and/or Appalachians and or,/

2) the presence of pockets of poverty in individual census tracts within a parish's boundaries.

Group II

Holy Family
Our Lady of Grace
Our Lady of Perpetual Help
St. Agnes
St. Francis de Sales
St. Leo
St. Mark
St. Martin de Porres
St. Richard of Chichester
St. Stephen
St. Thomas Aquinas

Finally, there are parishes having unique circumstances which are in need of attention but do not fall within the definition of the above two groups:

Sacred Heart
St. Boniface
St. George
St. Henry
St. Patrick

In addition to the territorial parishioners Sacred Heart serves as a center for a national group whose members generally live outside the area of the parish church. The area is one of the most depressed in the city, when all social and economic factors are considered.

St. Boniface and St. Patrick are within the same general neighborhood with large physical plants. When considering the limitations of church resources, the obvious question that needs attention is whether these parish communities are carrying a large burden of support that could be reduced by establishing a single parish for the community.

St. Henry does not have sufficient people within its boundaries to function as a parish church. St. George is characterized by the university community and a significant Appalachian community while its parish school has a majority of Black children who live outside the parish.